

Second Grade Standards Progression 2012-13

Grade 2	Weeks 1-6	Weeks 7-12	Weeks 13-18	Weeks 19-24	Weeks 25-30	Weeks 31-36
<b>Represent and solve problems involving addition and subtraction.</b>						
2.OA.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	.	<ul style="list-style-type: none"> <li>I can use addition and subtraction strategies to solve one-step word problems within 100.</li> </ul>		<ul style="list-style-type: none"> <li>I can use addition and subtraction strategies to solve one and two-step word problems within 100.</li> </ul>		
<b>Add and subtract within 20.</b>						
2.OA.2 - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		<ul style="list-style-type: none"> <li>I can add and subtract within 20 building mental strategies.</li> </ul>			.	<ul style="list-style-type: none"> <li>I can fluently add and subtract within 20 using mental strategies.</li> </ul>
<b>Work with equal groups of objects to gain foundations for multiplication.</b>						
2.OA.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	<ul style="list-style-type: none"> <li>I can determine whether a group of objects is odd or even.</li> </ul>		.	<ul style="list-style-type: none"> <li>I can write an addition equation to represent an even number.</li> </ul>		
2.OA.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an			<ul style="list-style-type: none"> <li>I can use addition to find the total number of</li> </ul>			

Second Grade Standards Progression 2012-13

equation to express the total as a sum of equal addends.			objects arranged in rectangular arrays.			
<b>Understand place value.</b>						
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	<ul style="list-style-type: none"> <li>I can represent a three digit number with hundreds, tens and ones.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain the value of each digit in a 3-digit number.</li> <li>I can explain the relationship between ten tens and a hundred.</li> </ul>			
2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.	<ul style="list-style-type: none"> <li>I can skip count by 5's, 10's and 100's up to 500.</li> </ul>			<ul style="list-style-type: none"> <li>I can skip count by 5's, 10's, and 100's up to 1000.</li> </ul>		
2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.		<ul style="list-style-type: none"> <li>I can read and write numbers to 500 using base-ten numerals, number names, and expanded form.</li> </ul>		<ul style="list-style-type: none"> <li>I can read and write numbers to 1000 using base ten numerals, number names, and expanded form.</li> </ul>		
2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using			<ul style="list-style-type: none"> <li>I can compare two three-digit numbers</li> </ul>			

## Second Grade Standards Progression 2012-13

>, =, and < symbols to record the results of comparisons.			based on place value using the symbols >, <, and =.			
<b>Use place value understanding and properties of operations to add and subtract.</b>						
2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>I can add and subtract fluently within 50 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul>	.	<ul style="list-style-type: none"> <li>I can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul>			
2.NBT.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.				.		<ul style="list-style-type: none"> <li>I can use place value and properties of operations to add up to four two-digit numbers.</li> </ul>

Second Grade Standards Progression 2012-13

2.NBT.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.				<ul style="list-style-type: none"> <li>I can add and subtract within 500 using concrete models, drawings, strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</li> </ul>		<ul style="list-style-type: none"> <li>I can add and subtract within 1000 using concrete models, drawings, or strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</li> </ul>
2.NBT.8 - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.			<ul style="list-style-type: none"> <li>I can mentally add and subtract 10 or 100 to a number within 1000.</li> </ul>			
2.NBT.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.						<ul style="list-style-type: none"> <li>I can explain how to use place value and properties of operations to add and subtract.</li> </ul>

Second Grade Standards Progression 2012-13

Measure and estimate lengths in standard units.						
2.MD.1- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.					<ul style="list-style-type: none"> <li>I can measure the length of objects by using the correct tools. (Tools: rulers, yardsticks, meter sticks, and measuring tapes)</li> </ul>	
2.MD.2 - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.					<ul style="list-style-type: none"> <li>I can describe why the measurements of an object taken with two different units are different.</li> </ul>	
2.MD.3 - Estimate lengths using units of inches, feet, centimeters, and meters.					<ul style="list-style-type: none"> <li>I can estimate length in inches, feet, centimeters, and meters.</li> </ul>	.
2.MD.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.					<ul style="list-style-type: none"> <li>I can determine how much longer one object is than another, using standard length units.</li> </ul>	.
2.MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and					<ul style="list-style-type: none"> <li>I can solve word problems involving lengths that have equations with a</li> </ul>	.

Second Grade Standards Progression 2012-13

equations with a symbol for the unknown number to represent the problem.					symbol for the unknown number.	
2.MD.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.				<ul style="list-style-type: none"> <li>I can add and subtract within 100 on a number line.</li> </ul>		
<b>Work with time and money.</b>						
2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		<ul style="list-style-type: none"> <li>I can tell and write time to the nearest five minutes using an analog and digital clock.</li> </ul>				
2.MD.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>				<ul style="list-style-type: none"> <li>I can solve word problems involving dollars, quarters, nickels, dimes, and pennies using symbols correctly.</li> </ul>		
<b>Represent and interpret data.</b>						
2.MD.9 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or					<ul style="list-style-type: none"> <li>I can represent multiple measurements</li> </ul>	

Second Grade Standards Progression 2012-13

by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.					on a line plot.	
2.MD.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.						<ul style="list-style-type: none"> <li>• I can draw a single-unit scale picture graph to represent a given set of data with up to four categories.</li> <li>• I can draw a single-unit scale bar graph to represent a given set of data with up to four categories.</li> <li>• I can solve problems relating to data in graphs by using addition and subtraction.</li> <li>• I can make comparisons between categories in the graph.</li> </ul>
<b>Reason with shapes and their attributes.</b>						
2.G.1- Recognize and draw shapes having specified attributes, such as a given number of angles or a given		<ul style="list-style-type: none"> <li>• I can identify triangles, quadrilaterals,</li> </ul>				

Second Grade Standards Progression 2012-13

number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		pentagons, hexagons, and cubes. I can recognize and draw shapes based on attributes.				
2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		<ul style="list-style-type: none"> <li>I can partition a rectangle into same-size squares and identify the total number of squares.</li> </ul>				
2.G.3 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.					<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three and four equal parts.</li> <li>I can explain fractional parts of a whole.</li> <li>I can recognize equal shares of a whole.</li> </ul>	